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ABSTRACT

This is one of a series of Education for Parenthood Manuals developed by the Salvation Army for use in programs aimed at preparing teenagers for parenthood or for child care careers. This guide contains six curriculum units emphasizing self-understanding, knowledge about children and the responsibility of parenthood, and skills development for girls in the Salvation Army Senior Guards. Curriculum units are: (1) Operating as a Group; (2) The Child; (3) Observing and Understanding Child Behavior; (4) Helping Children Play and Learn; (5) Skills in Caring for Children; and (6) The Family and the Community. (BF)

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The Salvation Army

SENIOR GUARD

Education for Parenthood

All About Children

PS009503

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

This program curriculum was developed by Lorna M. A. Bowman, who was the Consultant for Program Development for the Eastern Territory's Guard Department from 1973 - 1975. The program was tested by four Senior Guard units, namely - Secaucus, N.J.; Montclair, N.J.; Manhattan Citadel, N.Y.; and Fulton, N.Y. It was supported and directed by the Territorial Guard Director, Captain Myrtle Ryder, with the approval of the Territorial Youth and Candidates' Secretary, Major Ronald G. Irwin.

The program was produced as part of The Salvation Army's education for parenthood program, under Grant No. OCD - CB - 463. Lt.-Colonel Edith MacLachlan, Project Officer.

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OBJECTIVES FOR THE SENIOR GUARD PROGRAM

In the Senior Guard Program one of our primary aims is to help the girls develop a better understanding of why young children behave as they do. This will be approached by actually learning about early childhood development, and by developing skills in working with young children. This type of objective which has to do with knowledge is generally referred to as an "instructional" objective.

The Guard will also have the experience of personally working with children and of coming to understand herself and how she interacts with adults, her peers, and young children. It is the process of experience which is most important. The individual may be the best judge of what has happened to her as a result of being involved in this program. Leaders may notice changes in their own attitudes as well as those of their girls. It is not easy to be specific about the "expressive" objectives of this program, but it is expected that all who participate in the program will grow as persons.

PREPARATION

It is suggested that the Guard Troop and its leaders meet to set apart a time in their projected Senior Guard Program for participation in Education for Parenthood - All About Children.

You may decide to meet every two weeks for three months; you may decide to meet weekly for eight weeks.

What is important is that you decide how much time you plan to give. Having done this DECIDE WHAT YOUR TROOP'S SPECIFIC OBJECTIVES AND GOALS ARE. Read through the Curriculum to assist you in making these decisions. You may want to cover only part of it.

HOWEVER, whatever your Troop decides to do you should begin with the portion of the Curriculum that deals with OPERATING AS A GROUP. Your troop will find this helpful in all of its activities.

PERSONAL JOURNAL

It is suggested that everyone keep a personal record of all events in which they participate. The keeping of such a record is to help you recall what took place, and for future reference.

In the taking of notes you will find yourself recording several kinds of information:

1.	Facts	things that you actually observed or learned
2.	Inferences	your ideas about how individuals felt, why people acted as they did
3.	Value Judgments	your opinion about the "good" and "bad" of what has been observed or discussed, or what you think "should" have happened.
4.	Feelings	the emotions you experience in the setting.

Personal Journal (continued)

Recording Facts and Your Reactions - In the keeping of your journal it is best to make notes on what you actually experience (facts), and quickly note any reactions you have.

After the event you can add any additional reactions that occur to you when you think about what you have seen.

For the early part of your journal you might go back over your notes, and mark inferences, value judgments, and feelings separately. For example, you could underline facts, circle inferences, put a wavy line under value judgments, and put a star next to feelings.

A suggested format is found on page 9. Help the girls in your troop keep a journal of their experiences in the program.

NATURE OF THE CURRICULUM

"To Save and to Serve" - The motto of the Girl Guard Organization provides the context for our Education for Parenthood program. To live that motto we must be growing people.

With this in mind, Education for Parenthood - All About Children has been designed to provide the Guards with opportunity to learn about children, married and family life, and the responsibilities and challenges of parenting.

The four-fold program with spiritual, social and recreational, educational and service parameters are included. Through the learning experience of EFP-AAC, preparation is made for working with children in the immediate future as well as possible careers with children and/or being a parent in the more distant future.

The Curriculum provides a suggested plan for approaching the topic of parenthood education for teenagers. To paraphrase John Dewey, plans should serve as a light to the leader's eye, and a lamp to guide her feet, not as a set of inflexible prescriptions by which her every move is bound.

Remember, this is your program! Among your most important resources are your girls and yourself. Together you can work out the route that you will take.

RECOGNITION

It is important to help the Guards and their parents understand that recognition items are the by-products of creativity, activity and achievement: they are not the reason for the activity.

For this reason a participant emblem may be developed. There will be no test or board of review. We trust the reward of actually participating will be incentive enough for others to want to become involved.

Name:

Event:

Date:

Your notes might look something like this:

Facts and reactions

facts – Four children are playing together with blocks -- Johnny (4), Billy (5), Carol (4½), Sue (4½). The room is getting very noisy. it is really crowded. The teacher

inference – doesn't seem to mind the noise.

facts – Johnny starts whining and crying, and stops playing. He seems upset by

inference – the noise.

facts – Billy asks him to play but Johnny yells "no!" Billy asks him to play again and pulls him over.

feelings – I wish Johnny wouldn't cry, it annoys* me.

facts – The teacher looks over at them but stays where she is.

Additional reactions

inference – Maybe Billy felt rejected by Johnny's not wanting to play together, and maybe Johnny got even more upset and stubborn when Billy tried to pull him over.

value judgement – Johnny just needed to be alone. I think the teacher should have helped out, maybe by telling Billy that Johnny didn't feel like playing.

feelings – I felt angry* at the teacher for not doing anything!

PRIORITIES FOR THE SENIOR GUARD PROGRAM

The Senior Guard Program is designed to provide increased opportunity for the girls to plan and carry out their own activities. Through valid life experience they thus learn the responsibility of group decision-making and the nature of shared leadership fundamental to our democratic way of life. For this the development of the following skills are important.

COMMUNICATION

The ability to communicate with members of one's peer group.

The ability to communicate with adults.

The ability to communicate with young children.

The ability to interpret one's own feelings.

DECISION-MAKING

To begin to make realistic kinds of decisions.

To have opportunity for responsible group decision-making.

To have opportunity for making personal decisions independently of the group's decision.

LEADERSHIP

Opportunity for the development of responsible leadership by the girls through:

-the working of the democratic process in the planning of the troop's involvement.

-the development of skills to enable responsibility in situations with children involving work, play, social and group activities.

-exposure to the types of work with children and the nature of training necessary for career involvement.

A NOTE

This Curriculum Proposal needs to be evaluated by the Leader. As you use it please note your suggestions

criticisms

ideas that worked

questions you have

on the blank sheets. This can be <u>your</u> Journal.

We really are depending on your help!

Thank you.

CURRICULUM

I. OPERATING AS A GROUP

Objectives

1. To learn to take responsibility for one's manner of addressing others.

2. To develop articulation skills and the ability to communicate verbally.

3. To share similar experiences.

4. To be supportive of one another.

5. To learn the techniques of group problem solving, including:

   (a) Role Playing
   (b) Brain Storming

Method

(i) Suggested Group Activities:

Individual self introductions
"Ice breaking" social events
Weekend camping trip

(ii) Use of team building techniques outlined in Working with Children (EDC)

(iii) Resources relating specifically to Guard programming:

-this may be a good time to discuss the use and effectiveness of the Patrol System in your troop. Do you have democratic leaderhsip?

GIRL GUARD HANDBOOK p. 41-42
THE LEADER p. 69-76
TRAINING THE PATROL LEADER, B.R. POWER
GIRL GUIDES OF CANADA/GUIDES DU CANADA

In the process of learning to operate as a group the following with respect to Parenthood Education should be included:

(i) Introduction to basic program content

(ii) Discussion of what participants can expect to get from program

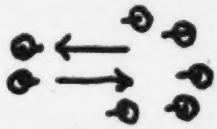
(iii) Discussion of responsibilities of participants

(iv) Discussion to determine the informational priorities of participants

COMMENTS...

THE GROUP INTERVIEW

1. The persons being interviewed sit where they can see and be seen by all the participants.
2. Before the interview the participants should take time to write down questions they would like to ask.
3. The focus persons control the interview by calling upon participants as they choose.
4. The focus persons have the option of not answering any questions they feel too personal or inappropriate by saying "I pass."
5. A focus person may question a participant about her purpose in asking a question before he chooses to answer it.
6. The interview is over when there are no more questions or the time is up.

CHIEF CHARACTERISTICS	Spontaneous giving of opinions and facts by experienced people in response to questions.
PATTERN OF PARTICIPATION	
SPECIAL USEFULNESS	Brings knowledge from a number of sources to bear on one problem.
LIMITATIONS	Becomes disorganized without careful planning of material to be covered.

II. THE CHILD

Objectives

1. To introduce the factors to be considered in becoming a parent.
2. To provide an overview of the effect of a child on one's life.
3. To study the physical, emotional, mental, and social growth of a child.

1. Introduction:

(a) Why people have a child

Method: (i) Interview a mother about to deliver; have father present if at all possible.
The interview will provide the girls with an opportunity to use some of the communication skills developed in Unit I. They will want to meet ahead of time to decide what they want to know and how they are going to ask the couple being interviewed the questions in a polite manner.

(ii) Follow interview session with filmstrip BEGINNING A FAMILY (P.'S M. - #1 of Prenatal Care: Preparing for Parenthood).

(b) The challenge of a child

(i) Filmstrip CHILDREN (P.'S M.- #1 of Common Problems and Opportunities).

(ii) Use Discussion Guide section CHILDREN to follow.

(iii) BILL & SUZIE: NEW PARENTS (EDC) film.
AT THE DOCTOR'S (EDC) film.

(c) The cost of having a child

(i) PROJECT: have the Guards work either singly or in groups on individual topics relating to above topic.

Purpose:

- to compile a hypothetical budget to cover the cost of having and bringing up a child to end of high school.

- it may be that the girls will wish to take several weeks (using own time) to research individual topics such as:

  - medical expenses
  - children's clothing, toys, food and education
  - cost of activities that children engage in, e.g., piano lessons
  - insurances, housing, etc.

Resource:

(i) THE ECONOMICS OF PARENTHOOD (P.'S M.)

- set of 5 filmstrips dealing with the above topic

- note: this is an area where the participants may work on their own and use local resources

(ii) CHILDREN'S TRACKS (EDC) Data Packet

(iii) THE INQUIRER (EDC) tabloid newspaper
This will provide some guidelines for organizing parts of the research project.

Outcome:

example of a budget to cover the cost of having and bringing up a child - KEEP FOR REFERENCE

A SPECIAL NOTE TO THE LEADER

During participation in EFP you will find that the girls in your troop may have questions about their own sexuality and sexual relationships between men and women.

We suggest that you consult your Corps officer regarding qualified personnel who can answer these questions within the context of the Christian faith.

Note: Other community resources could be used here; e.g. professionals in fields of health, education and welfare.

USE OF FILMSTRIPS

CHIEF CHARACTERISTIC — *Information-giving*

PATTERN OF PARTICIPATION

SPECIAL USEFULNESS — *Systematic presentation of knowledge.*

LIMITATIONS — *Little opportunity for audience to participate.*

It is necessary to plan your sessions using filmstrips if you do not wish the girls to become bored.

Excellent discussion guides accompany the <u>Parents' Magazine</u> *filmstrips. You can Role Play certain situations you view. Make use of qualified people in your community to supplement the material presented. Use your imagination!*

2. What is a child?

(a) Life Begins

Method: use of Parents' Magazine
filmstrip set:

PRENATAL CARE: PREPARING FOR PARENTHOOD

- accompanied by Discussion Guide

- suitable topic to have nurse and/or parents present as resource

(i) CONCEPTION & FETAL DEVELOPMENT

filmstrip: A TIME OF GROWTH AND CHANGE

(ii) PRENATAL CARE/PREVENTION OF BIRTH DEFECTS

filmstrip: HEALTHY MOTHER, HEALTHY BABY

(iii) STRESSES OF MOTHERS AND FATHERS TO-BE

filmstrip: THE EMOTIONAL IMPACT

(iv) LABOR AND BIRTH

filmstrip: PREPARING FOR BIRTH

RAP SESSION should be

Informal

Exciting

Fun

and provide opportunity for everyone

To say what she really feels

To agree

To argue with passion

To learn

Guidelines for discussion leader

Help the girls

* show consideration for others at all times no matter what opinion they express. (Even if girls disagree, they can be asked to think of something positive to say first.)
* stay fairly close to topic.
* make sure everyone who wants to has a chance to participate.
* avoid letting anyone monopolize the rap session.

3. The Newborn Infant

Method: use of EDC film, GABRIEL IS TWO DAYS OLD, followed by discussion - new mother and baby present if possible.

(i) Appearance

(ii) Behavior

(iii) Perception of world

(iv) Mother's response

Resources:

(i) CHILD CARE MANUALS

It is suggested that all participants receive a copy of the Child Care manual from ROCOM Press, Hoffman-LaRoche, Inc., Nutley, New Jersey. This is an attractive book and will be of use to anyone working with young children. ROCOM has produced eleven (11) films to be used in conjunction with the manual. For details see resource list at end of Curriculum Proposal.

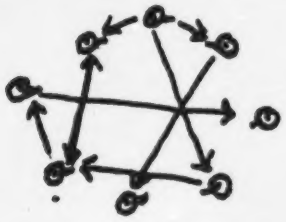
(ii) DIRECTIONS IN DEVELOPMENT (EDC) poster

This is really a chart tracing child development. Encourage the Guards to make frequent reference to this - post it in your regular meeting room.

(iii) ACTIVITY

Encourage the Guards to develop their observation skills through recording activities and development of specific young children from different age groups that they see regularly. They might use 5" X 8" cards to note the date and what observed about each child (when began to walk, etc.). If they then refer to DIRECTIONS IN DEVELOPMENT when they meet they will find they are learning what characteristics are peculiar to certain age levels. This is much better than learning "facts" by rote without reference to specific children.

A DISCUSSION

CHIEF CHARACTERISTIC	High degree of group participation.
PATTERN OF PARTICIPATION	
SPECIAL USEFULNESS	Pooling of ideas, experience, and knowledge. Arriving at group decisions.
LIMITATIONS	Practical with only a limited number of people.

4. What is childhood?

Method: encourage participants to begin thinking more about this through

(i) ALL IN THE GAME - 16mm film (EDC)
This film was produced by the British Broadcasting Corporation. It shows children at play and how this play is related to their development. It provides a good opportunity for teenagers to begin to think about the nature of childhood.

(ii) WHAT IS A CHILD? (EDC) poster

(iii) Continual reference should be made to DIRECTIONS IN DEVELOPMENT (EDC) poster

NOTES...

5. Early growth and development

Method: (i) Use of filmstrip sets from Parents' Magazine - use Discussion Guides

(ii) Observation of young children

(iii) DIRECTIONS IN DEVELOPMENT (EDC) poster

(iv) LOOKING AT DEVELOPMENT (EDC) booklet
LOOKING AT DEVELOPMENT, T.G. (EDC) booklet

Filmstrips:

SET: THE FIRST 18 MONTHS: FROM INFANT TO TODDLER

1. THE NEW ARRIVAL
2. DISCOVERING THE WORLD
3. MAKING FRIENDS WITH THE FAMILY
4. FIRST STEPS, FIRST WORDS
5. A TIME FOR ADVENTURE

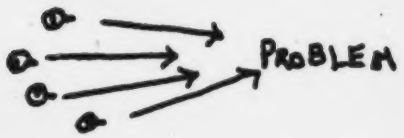
SET: HOW AN AVERAGE CHILD BEHAVES - FROM BIRTH TO AGE FIVE

1. FROM BIRTH TO ONE: A REMARKABLE TIME OF GROWTH
2. FROM ONE TO TWO: THE TODDLER EMERGES

Additional Resources:

1. DIRECTIONS IN DEVELOPMENT (EDC) poster
2. CHILDHOOD MEMORIES (EDC) pamphlets (8)
3. HALF A YEAR APART (EDC) film

THE PROJECT, FIELD TRIP, EXHIBIT, ETC.

CHIEF CHARACTERISTIC	*Investigation of a problem cooperatively.*
PATTERN OF PARTICIPATION	
SPECIAL USEFULNESS	*Gives firsthand experience.*
LIMITATIONS	*Requires extra time for planning.*

PREPARING TO WORK WITH CHILDREN

It is helpful to visit different centers to give the EFP participants - YOUR GUARDS - an opportunity to observe other young people operating in various types of settings such as:

1. day care centers
2. kindergartens
3. headstart centers
4. day camps

This will give the Guards opportunity to become aware through <u>their own</u> observations of:

1. equipment used and why
2. how little children interact with one another
3. how little children interact with adults
4. HOW THEY COULD FIT IN AND BE USEFUL IN PARTICULAR SITUATIONS

It is during this period that the girls may discover where they would like to become involved as volunteers.

OBSERVATION AND ARTICULATION SKILLS DEVELOPED IN UNIT I - OPERATING AS A GROUP

As a leader you will notice that use is being made of the group skills stressed earlier and being developed by participation in the program. Questions the Guards should be asking themselves in the visits to the various settings include:

(i) How could <u>I</u> fit into the setting?

(ii) What would <u>I</u> do in that situation?

This should also lead the girls to other questions about themselves.

(i) Where do I fit in the Guard troop?

- in my relationship to my leader?

- in my family?

During this program, the girls will be coming to understand their various roles in life more fully.

NOTES...

III. OBSERVING AND UNDERSTANDING CHILD BEHAVIOR

Objective

To take a closer look at the behavior of young children in order to develop a better understanding of the nature of their physical, emotional, mental, and social growth.

1. Introduction

Method: films (EDC)

LITTLE BLOCKS
HALF A YEAR APART

Resource: LOOKING AT DEVELOPMENT booklet (EDC)
LOOKING AT DEVELOPMENT Teacher's Guide

USE OF BOOKS

CHIEF CHARACTERISTICS	Participant is exposed to thinking of good minds. Information is presented to her in a systematic way.
SPECIAL USEFULNESS	She can study at her own rate. She can explore areas in which she has a particular interest.
LIMITATIONS	Information may be inappropriate for age group. Information may be aimed at a different audience, e.g., medical personnel rather than laymen. Material may be out-of-date, inaccurate or biased. Certain books may be difficult to acquire because the edition was limited or expensive.

2. How Children Interpret the Behavior of Teens and Adults

Method:

FROM MY POINT OF VIEW (EDC) film

Parents' Magazine Filmstrip Set: REFER TO DISCUSSION GUIDE

THE CHILD'S POINT OF VIEW

1. When Fantasy is Reality
2. It Happened on Purpose
3. Communication is an Investment
4. The World is Alive
5. What's in a Name

HOW A CHILD BEHAVES - FROM BIRTH TO AGE FIVE

3. From Two to Three: Pushing for Independence

4. From Three to Four: Socialization is the Task

5. From Four to Five: Entering the Big World

It is important to begin to introduce the relationship among the following for young children

- the way in which a child experiences the world
- the level of his development
- the causes of fear, anger, and dependence
- the nature of discipline

Booklets such as CHILD'S EYE VIEW (EDC) and FEAR, ANGER, DEPENDENCE (EDC) are designed to introduce these concepts and should be used in conjunction with the other resource booklets suggested throughout this unit. None of these topics can be discussed without reference to the others.

Resources:

BEING THERE (EDC) filmstrip and record

HELPING IS (EDC) film
This film is especially good for use in acting out various situations. Through ROLE PLAY the girls can consider what they would do. They can also experience the various "roles" of the individuals in situations involving working with children - the friend, the resource person, the teacher, etc.

ROLE PLAYING

This is an excellent group technique. Refer back to the guidelines for this skill outlined in WORKING WITH CHILDREN (EDC) booklet.

The following should be kept in mind when preparing to Role Play:

i) Role Play cannot be used for complex objectives.

ii) Role Play can be highly emotional in nature. As the Leader, you should be ready to deal with any disturbing effects upon the actors or Guards.

iii) The actors may lose sight of the problem as they become increasingly involved with their roles. Try to keep the problem simple.

3. What is a Child Saying?

Basic messages: I love you; I hate you; You're good; You're bad; go away; I'm worried; I'm afraid; I don't feel well; I'm happy; I'm sad; I'm angry; I care; I'm here.

Resource: (i) Parents' Magazine Filmstrip set: REFER TO DISCUSSION GUIDE

THE DEVELOPMENT OF FEELINGS IN CHILDREN

1. How Feelings Grow
2. How to Deal with Fear
3. Love and Joy
4. Expressing Feeling
5. Anger and Sadness

(ii) FEAR, ANGER, DEPENDENCE booklet (EDC)

NOTE: DON'T FORGET TO REFER TO OTHER REFERENCE MATERIALS such as DIRECTIONS IN DEVELOPMENT (EDC) poster CHILD'S EYE VIEW

Discipline in the Christian Family

It may be that you wish to give some extra time to the subject of discipline in the Christian home.

The following book and discussion guide are suggested for use. It is always wise to review such material first and to measure it against your own experience and insight. This material is available from the Territorial Guard Office.

DARE TO DISCIPLINE	Dr. James Dobson (Regal Books)
DARE TO DISCIPLINE	Learning/Discussion Guide Dennis Guernsey (Gospel Light Publications)

4. Discipline

Resource Material:

(i) WORKING WITH CHILDREN booklet (EDC)
WORKING WITH CHILDREN Teacher's Guide

(ii) WHAT ABOUT DISCIPLINE booklet (EDC)

(iii) Films to be used as background for introduction to and discussion of question, "What is discipline?"

1. BEING THERE (EDC) filmstrip and record
2. HELPING IS (EDC) film
3. WATER TRICKS (EDC) film
4. FIRST DAY (EDC) film

(iv) Parents' Magazine filmstrip sets: USE DISCUSSION GUIDE

THE CHILD'S RELATIONSHIP WITH THE FAMILY

1. How a Child Sees Himself*
2. The Parent is a Teacher
3. Learning from our Children
4. Dependence versus Independence
5. Forcing the Child to Fail

EVERYDAY PROBLEMS OF YOUNG CHILDREN

1. When Children Disobey
2. When Children are Aggressive
3. When Children do Worrisome Things
4. When Children are Afraid
5. When Children Begin School

* choose one of the following films (the one most suited to your troop) to illustrate how children see themselves as persons and relate accordingly

RACHEL AT HOME (EDC) film
CRAIG AT HOME (EDC) film
HOWIE AT HOME (EDC) film

FIELD WORK WITH CHILDREN

To obtain full benefit from EFP the Guards should be working with children.

At this point if the participants in EFP are not already working with children they should begin to do so.

For example, a discussion of DISCIPLINE will have far more meaning following a field work experience. Such timing will also give the leader opportunity to introduce resource materials. It is important that the girls have opportunity to sort out their own feelings and experiences.

BROKEN EGGS (EDC) film

WATER TRICKS (EDC) film

These are good films to ROLE PLAY

SUPER ME SUPER YO

This is an excellent book for use with young children. Aimed at the prevention of drug abuse, it does not mention the subject but instead introduces activities which will help children

- to feel good about themselves
- to know how to make sound decisions
- to understand and express their own feelings

If you are looking for meaningful activity to engage in with young children, this is highly recommended.

Available from

National Coordinating Council on Drug Education

Special Action Office for Drug Abuse,
Executive Office of the President

Multicultural Resource Center for Drug Abuse Prevention
Washington, D. C.

Mention that you are using this book in conjunction with The Salvation Army's Demonstration in Education for Parenthood.

IV. HELPING CHILDREN PLAY AND LEARN

Objective

To develop an understanding of the nature of child play and learning in the experience of working with children

1. Introduction

(a) What is "helping?"

Resources: HELPING IS... (EDC) FILM
BEING THERE (EDC) FILM

(b) How children learn

Resources: HALF A YEAR APART (EDC) film
CLAY PLAY (EDC) film
RACING CARS (EDC) film

(c) Working with children

Resources: (i) WATER TRICKS (EDC) film
STORY TIMES (EDC) film

(ii) HELPING SKILLS (EDC) record
DOING THINGS (EDC) booklet

(iii) Parents' Magazine Filmstrip Set: USE DISCUSSION GUIDE

PREPARING THE CHILD FOR LEARNING

1. How an Infant's Mind Grows
2. How Language Grows
3. Where can a Young Child Learn?
4. How the Young Child's Mind Grows
5. Learning Every Day

During the sessions of the introduction the Guards will want to

- present orally what happened when they visited the various centers
- discuss the "problem" of discipline

As leader you will also want to be aware of the booklets and other materials which will be helpful to them individually. Don't force them to do "homework" but take full advantage of their curiosity.

NOTES...

2. Children with special needs

In this section children with special needs will be introduced. The emphasis is on what the children need to manage in a particular situation or to get along in the world rather than on the disabilities of the children.

Resources

(i) NO TWO ALIKE: Helping Children with Special Needs (EDC) booklet
NO TWO ALIKE Teacher's Guide

(ii) SARAH HAS DOWN'S SYNDROME (EDC) film

(iii) CHILDREN WITH SPECIAL NEEDS TO GO SCHOOL (EDC) filmstrip

This material from EDC should be thoroughly reviewed by the leader.

The teacher's guides will help you to decide how best to approach this topic with your girls. You will find it helpful to begin by considering what it means to have special needs - see teacher's guide, p.9.

This is a topic where you will see the girls examining their own attitudes. Some may wish to have more information about specific special needs. Discussion may also develop about people in their own families with special needs or how they would feel as a parent of a child with special needs.

NOTES...

3. Children and Stress

(i) what is stress

(ii) when parents are under stress

(iii) effects on children - neglect, abuse

(iv) helping the child and the parent

(v) stress at the field site

Resource

UNDER STRESS: Keeping Children Safe (EDC) booklet

A CASE OF FAMILY STRESS (EDC) record

BROKEN EGGS (EDC) film

Note: It is ESSENTIAL that the Leader review A CASE OF FAMILY STRESS before using. This record is "heavy" and should be used selectively with proper reference to the Teacher's Guide.

Also - don't forget to make reference to the resource materials introduced in Unit III - OBSERVING AND UNDERSTANDING CHILD BEHAVIOR.

DEBATE

CHIEF CHARACTERISTIC

Presentation of different points of view.

PATTERN OF PARTICIPATION

SPECIAL USEFULNESS

Different points of view spotlight issues.
Stimulates analysis.

LIMITATIONS

Can get off the beam.
Personality of speakers may overshadow content.
Vocal speaker or questioner can monopolize program.

V. SKILLS IN CARING FOR CHILDREN

Objective: to provide the participants with an opportunity to discuss:

(i) why children need care

(ii) responsibilities of individuals caring for children

The girls will draw upon their personal life experience and experience to date.

Factors to consider are:

(i) The basic needs of children: feeding, bathing, and dressing, protecting, loving, and disciplining.

(ii) The nature of child play and learning.

(iii) How the child sees the world.

(iv) Children with special needs.

(v) Children under stress.

To Think About:

Should people who do not like children work with children?

Is it all right to say you do not like children?

What are some reasons for working with children?

Method:

The following are topics which may arise. Your troop may respond differently. LISTEN to your girls; RESPOND to what they are saying; ENCOURAGE them to pursue their new interests; HELP them to use community resources to supplement their DEP experience.

(i) NEW SKILLS - Your girls may wish to define skills that they feel the need to acquire as a result of the new things they have learned in EFP and their current field work experience. It may be something as simple as HOW TO TELL A STORY. Many libraries run special storytelling workshops. A girl may attend on her own or the troop may decide to visit the library together.

(ii) CAREERS - Your girls may wish to pursue the topic of careers in working with children. ENCOURAGE them to VISIT special centers and to INVITE special guests to ANSWER their questions.

(iii) SHARING EFP - Your girls may express the desire to share what they are learning with friends or family. Discuss this with the troop and work this into your program.

RESULT: Hopefully EFP is helping your girls grow as people. They are beginning to integrate their EFP experience into their total life experience.

Research project:

Have the girls in your troop research the areas of specialization in working with children. Don't forget areas such as foster parenting and law.

NOTES...

VI. THE FAMILY AND THE COMMUNITY

Objective

Through discussion of family and community influence on children the participants will learn

- how families develop values in their children
- about the value systems of other peoples
- what communities do to support families and their value systems
- what communities do to meet the needs of children - the extended family concept
- about the Christian family

BUZZ GROUPS

CHIEF CHARACTERISTIC	100% participation by large audiences through small clusters of participants.
PATTERN OF PARTICIPATION	
SPECIAL USEFULNESS	Makes individual discussion and pooling of ideas possible in large groups. Develops leadership skill in members.
LIMITATIONS	Contributions are not likely to be very deep or well organized.

1. Families

Method

The leader and girls should make a selection from the list of films of those which will be the most interesting and meaningful to them.

EDC Films

JEFFREY AT HOME	This is a midwestern white family. Jeffrey lives with his mother, who works, and his baby brother.
CRAIG AT HOME	Craig's is a suburban black family; his father is a school principal. One of the four children in his family, Craig is the youngest.
HOWIE AT HOME	Howie's is a black, working-class family living in a small northeastern city. He has one older sister.
RACHEL AT HOME	This is a white, urban, professional family. Rachel has a baby sister.
OSCAR AT HOME	Oscar's is a working-class, Mexican-American family living in Texas. He is the fourth of six children.
SEIKO AT HOME	This is a Japanese-American family. Seiko's father is a young architect; she has two younger sisters.
MICHELLE AT HOME (HI, DADDY!)	As a lobster fisherman, Daddy begins his day well before dawn, and has afternoons free. This film follows the family through one afternoon: mother, father, four-year-old Michelle, and her five-year-old brother.

Discussion

The girls will want to discuss their own families and how their backgrounds influence them as persons. A good lead in is to have EACH GIRL DRAW HER FAMILY on a large piece of paper and then tell the others about it.

Resource

CHILDHOOD MEMORIES (EDC) 8 pamphlets
AROUND THE WAY WITH KAREEMA (EDC) film (BE CERTAIN TO REVIEW BEFORE USING)

The EDC family films deal with the kinds of families people have or want to have in the United States. In these films the children are also seen as individuals with their own messages.

It will be meaningful for the Guards to view CHILDREN ON THE KIBBUTZ (EDC) film which was taken in Israel.

Encourage the girls to begin to think about priorities for family living.

2. At school

As people, children are part of society. One of the first influences on the child outside of his home is the school. CHILDREN AT SCHOOL (EDC) films show HOWIE, RACHEL, SEICO, and OSCAR at school learning to interact with other children of the same age.

By viewing the same children at home and at school the Guards can compare and contrast two sets of socializing influences.

GIRL GUARD PLEDGE

I promise to the best of
my ability:
To love God and serve Him,
To give of my strength and
sympathy to the weak
and suffering,
To be loyal to my country,
To be true to the Girl
Guard Declaration.

GIRL GUARD DECLARATION

I understand that as a Girl
Guard it is required of me:

For the Guarding of the Soul
To seek God's favor and extend
His Kingdom wherever possible.

For the Guarding of the Mind
To be clean in thought, word,
and ded, and honorable in
all things.

For the Guarding of the Body
To abstain from the use of drugs,
liquor, tobacco, and all
harmful habits and strive to
develop a sound, healthy body.

For the Guarding of Others
To be of service to others;
to meet all tasks and
emergencies bravely; to be
courteous, obedient, kind,
and a friend to all, especially
the weak, the aged, and the
needy; to be pleasant under
all circumstances; and "to
save and to serve."

MOTTO - TO SAVE AND TO SERVE

3. Values

One of the purposes of the Guard program is to provide girls with opportunity to learn how to make responsible decisions both individually and in groups.

In the process of learning who they are the girls must learn to evaluate, to accomodate, to challenge, and to choose in life's experiences.

Method

Activity built around Girl Guard PLEDGE, DECLARATION and MOTTO and how they influence and are influenced be the family, school, neighborhood, and church.

Resource:

MEMORIES OF ADOLESCENCE (EDC) record

A CHILD'S EYE VIEW EDC) booklet

CHILDREN IN SOCIETY (EDC) booklet Part III

BOYOND THE FRONT DOOR (EDC) booklet Part II

NOTES...

4. The community

Method

THE INQUIRER (EDC) tabloid newspaper

This is a handbook for student research. It provides GUIDELINES for exploring how one's community and society provide for, influence, and respond to their young.

The guidelines describe ways of collecting, organizing, and drawing conclusions from data, selecting a topic for investigation, and organizing a research project.

Topics of interest to Girl Guards might include The Salvation Army
Boys' Clubs of America
Boy Scouts of America

Project

Choose an organization in your community and research how it provides children and family services.

Project for the leader

It is important that the girls have opportunity to become aware of the agencies that provide children and family services from the justice system to the schoolroom, including hospitals and counseling facilities.

As the leader you are probably more aware than any one else of how important some parts of this information is for certain of your girls.

The needs which your girls have will serve as a guide for your personal inquiry into the services which your community provide.

Your Corps Officer is also a good source of information. This topic may assist you in helping some of the families with which you have contact.

FAMILIES

There are many kinds of families. We have introduced the concept of the extended family.

It might be fun to have the girls in your troop make collages of family pictures. Have them include their own favorite family picture.

5. The extended family

IBOS IN CRISIS (EDC) film

This film will introduce the extended family concept. Following the war in Biafra, Nigeria, the United Nations granted money to care for orphaned children.

In the language of the Ibo tribe there is no word for "orphan."

The monies were used to relocate children. The "orphans" were taken from village to village until their homes were found.

It is a film to introduce the extended family way of life. The purpose of the film is not to teach about the Ibo culture. Your troop may also wish to look into the structures of other societies.

NOTES...

THE FAMILY IN THE BIBLE

In the Old Testament there is no word which corresponds precisely to family as used in modern English to refer to the nuclear family consisting of a father, mother, and children.

Instead we find that in the Hebrew language of the Jewish faith distinction is made between the tribe or clan and the family household. The household included grandparents, aunts, and uncles, and is similar to what is referred to in modern English as the extended family.

The original language of the New Testament is Greek. Three times the Greek word "patria" is used for family and refers to the historical origin of a household. In other cases in the New Testament the word "household" was used for family and indicated a unit of society. A household consisted of a patriarchal lord and master, his wife, children, slaves, and various dependents such as servants and employees. Freed men and friends often voluntarily joined themselves to a household for the sake of the mutual benefits.

For the early Christians households were an important factor in the growth and stability of the church. Households became centers of worship and religious life. It is for this reason that we find the church referred to as the household of God (Ephesians 2:19) and the household of faith (Galatians 6:10). Believers are described as adopted sons (Galatians 4:5), servants (Matthew 25:23) and stewards (1 Corinthians 4:1).

It is against this background that we should talk about the Christian family. The nuclear family as we know it is a unit of our society. As Christians we are children of God (John 1:12 - N.E.B.) and have, therefore, a special "family" relationship with all other Christians. The quality of the relationship among believers can be similar to what we know of the finest experience in a Christian nuclear family.

The quality of life of the children of God will also influence our actions and attitudes toward everyone we encounter.

The record of a conversation between Jesus and His disciples illustrates this:

> Lord, when was it that we saw you hungry
> and fed you, or thirsty and gave you drink,
> or naked and clothed you?

Jesus replied:

> I tell you this: anything you did for one
> of my brothers, however humble, you did for
> me.
>
> Matthew 25:40-41 NEB

TO THINK ABOUT

1. What is the nature of my relationship to

   - my immediate family?

   - other Christians?

   - people in general?

2. Would my attitude be the same if I remembered that this was the way in which I was addressing Jesus?

3. To what extended families or family "households" do I belong? Resource: WE ARE A FAMILY (EDC) poster.

6. The Christian Family

The short article "The Family in the Bible" should be read as background knowledge for the Leader when considering this topic.

Are there guidelines for bringing up a Christian family? What are the principles for Christian living? The Bible does present principles for family living. These principles are introduced in the book

WHAT THEY DID RIGHT - $3.95
edited by Virginia Hern, Tyndale,
1974, 294 pp.

In this book, adult offspring of Christian parents wrote essays, 38 in all, about things their parents did or attitudes they had that positively affected their own growth as human beings. The essays shed insight on good family communication without being a how-to-do-it manual.

When you talk about the Christian family, keep the girls of your troop in mind. On March 1, 1975, The New York Times reported that the trend toward more divorces, like fewer marriages, was national in scope. It is also true that there are an increasing number of families headed by divorced, separated or single women. There were 242,000 such families in New York City in 1970, an increase of 62 percent from 1960.

It may be that some of the girls in your troop come from one parent homes. Many two parent families are distressed by poverty, alcohol or drug abuse, mental health problems. It is necessary to be sensitive to these situations.

The Salvation Army is a Protestant demonination. Opportunity is provided through the Divine Services of the Guarding Program and the Camping Program for Christian worship and living experiences. If the Guards are not already Christians, opportunity is also provided for them to enter into a personal relationship with Jesus Christ. The experience of knowing one is a child of God (John 1:12) and the very real experience of being a member of the Christian family in the context of the church is the best place for your girls to begin to discover the principles of Christian living. It may be helpful here to talk about the extended family introduced with the IBOS IN CRISIS film. This is the kind of caring we anticipate to occur among Christians.

The following books may be used for study. As the Leader, you should review all such materials first. It is hard to teach something which is not your experience or with which you do not agree.

NOTES...

Resource books about the Christian family

Books

THE FAMILY THAT MAKES IT	Victor Books
BUILDING A CHRISTIAN HOME Henry R. Brandt & Homer E. Dowdy	Scripture Press
TOWARD CHRISTIAN MARRIAGE W. Melville Copper & H. Morgan Williams	Inter-Varsity Press
ALL WE'RE MEANT TO BE (a Biblical approach to Women's Liberation) Leitha Scanzoni & Nancy Hardesty	Word

Booklets

The following are all by Clyde M. Narramore	Zondervan Publishing House
IMPROVING YOUR SELF-CONFIDENCE	
THE UNMARRIED WOMAN	
DISCIPLINE IN THE CHRISTIAN HOME	
YOUNG CHILDREN AND THEIR PROBLEMS	
A CHRISTIAN VIEW OF BIRTH CONTROL	
IS YOUR CHILD GIFTED?	
THE MATURE YEARS	
HOW TO BEGIN AND IMPROVE FAMILY DEVOTIONS	

Magazine

FAMILY LIFE TODAY, a monthly 110 Broadway, Glendal, CAL 91204	Gospel Light

Record here your own list of books which you have found helpful:

NOTES...

RESOURCE MATERIALS

CHILD CARE MANUAL - $5.95
ROCOM Division of Hoffman-LaRoche, Inc.
Nutley, New Jersey 07110 (1973)

PARENTAID FILM SYSTEM

16 mm. films to be used in conjunction with the Manual.

They may be borrowed from the Territorial Guard Office.

TITLES

FEEDING

GROWTH AND DEVELOPMENT

IMMUNIZATIONS AND TOILET TRAINING

ACCIDENT PREVENTION

THE PROBLEM OF ALLERGY

RESPIRATORY PROBLEMS

TEMPERATURE

THE FUSSY BABY

TROUBLES IN THE DIGESTIVE TRACT

BABY CARE STUDENT MANUAL

A Program for Self-Instruction
Instructional Materials Laboratores, Inc.
200 Madison Avenue
New York, New York 10016

EXPLORING CHILDHOOD materials
Education Development Center, Inc.
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138

A complete set of Exploring Childhood materials has been purchased by the Territorial Guard Office.

Suggested use of these materials has been indicated throughout the Curriculum Proposal. Detail as to how to use these materials has not been given.

PARENTS' MAGAZINE FILMS, INC.

A full set of filmstrips has been purchased by the Territorial Guard Office. Throughout the Curriculum Proposal you will find suggestions as to where these may best be used.

The Guard DEP experience is not meant to be simply the viewing of filmstrips. The discussion guides should be referred to. Other group activities such as Role Play can also be used.

It is not expected that you will view every filmstrip. Proper planning is necessary for success.

BOOKS

TITLE	COST
THE SECRET OF CHILDHOOD Marie Montessori - Ballantine Books	$1.50
HOW TO TEACH YOUR CHILDREN ABOUT SEX Harry Preston - Books for Better Living	1.25
LET'S HAVE HEALTHY CHILDREN Adelle Davis - Signet	1.75
LOVE IS NOT ENOUGH Bruno Bettelheim - Avon	1.50
THE MAGIC YEARS Selma H. Fraiberg - Scribner's	2.45
HOW TO RAISE CHILDREN AT HOME IN YOUR SPARE TIME Marvin J. Gersh, M. D. - Fawcett Crest	.95
HOW TO PARENT Dr. Fitzhugh Dodson - Signet	1.50

TITLE	COST
HOW CHILDREN LEARN John Holt - Dell	.95
BETWEEN PARENT AND CHILD Dr. Haim G. Ginott - Avon	1.50
THE BOYS AND GIRLS BOOK ABOUT DIVORCE Richard A. Gardner, M.D. - Bantam	1.25
CHILD BEHAVIOR FROM BIRTH TO TEN Frances L. Leg, M.D. and Louise Bates Ames,Ph.D. Perannial Library	1.25
CHILDHOOD ILLNESS A COMMENSENSE APPROVAL Jack G. Shiller, M.D. - Stein & Day	1.95
BETTER HOMES & GARDENS BABY BOOK Better Homes & Gardens Editors - Bantam Books	1.25
HOW CHILDREN LEARN John Holt - Dell	.95
BABY & CHILD CARE Spock - Pocket Books	1.50
PARENTS' MAGAZINE NEW BABY CARE BOOK (A guide to First Six Years - Eleanor S. Duncan and Medical & Health Section - Dorothy V. Whipple, Pediatrician) Parents' Institute	1.50
INFANTS AND MOTHERS T. Berry Brazelton, M.D. - Delta	4.95
UNMARRIED PARENTS & THEIR CHILDREN Community Approach - National Council on Illegitimacy	

MAGAZINES

BABY TALK

PARENTS'

THE AMERICAN BABY

DR. SALK'S

DODSON'S "HOW TO BE A PARENT"

PUBLICATIONS

Hamalainen, Arthur, "How a Child Grows," A Lap to Sit On and Much More, Association for Children International, 1971, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016. Cost: $2.00. Found appropriate to use with our participants.

Lambert, Carroll, "This Is Me," ref. same as above.

Brunner, Catherine, "A Lap To Sit On," ref. same as above.

Ginott, Haim, "Even Praise Has Its Pitfalls," Early Years, 1972.

"Points of Order," Early Years, November, 1972.

BAEYC Reports, Boston Association for Education of Young Children, National Association for the Education of Young Children. Excellent teacher resource material with some articles being appropriate for direct use with participants.

YOUNG CHILDREN, reference same as above, published quarterly. Excellent teacher resource material with some articles being appropriate for direct use with participants.

"General Characteristics of Four and Five-Year-Old Children," Guidelines for Planning Preschool Programs Title I of the Elementary and Secondary Education Act, 1965. Good resource for teachers.

"The Ways Children Learn," Caring for Children, #1. HEW Office of Child Development, 1970.

"More Than A Teacher," Caring for Children, #2. HEW Office of Child Development, 1970. Available Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.40. Good resource for teachers.

Galambos, Jeannette W., Discipline and Self-Control, ref. same as above. Appropriate reading material for participant use.

"Play: The Child Strives Toward Self-Realization," National Association for Education of Young Children, 1834 Connecticut Ave., N. W., Washington, D. C. 20009. 1971. $2.50. Good teacher resource.

"Significance of the Young Child's Motor Development," National Association for Education of Young Children, 1971. $2.25. Good teacher resource.

"Promoting Cognitive Growth," National Association for Education of Young Children, 1971. $2.50. Good teacher resource.

"Cognitive and Mental Development in the First Five Years of Life," National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852. Good teacher resource.

"Your Child from 1-6," U. S. Department of Health, Education and Welfare, 1973.

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.75. Simplistic literature appropriate for student reference in care and development of young children.

"Preparing Tomorrow's Parents," Elizabeth Ogg. Public Affairs Pamphlet #520, 381 Park Avenue South, New York, N. Y. 10016. $.35.